

Student Name \_\_\_\_\_

**Do not complete the application before reading this page.**

1. The first step to applying to GHA is to be sure you meet the proper qualifications. Please click on the **Qualifications** link on the main GHA page. **NOTE:** Be sure to read about the various test score(s) you may use this year. If you meet the qualifications, the next step is to fill out the Student Application and the Consent Form
2. **Part I of the application is to be submitted online by February 1, 2015.** Part II, the paper copy, must be completed and submitted to your school guidance counselor by the date the school sets. The first page of the submitted application contains the same information that is submitted online, but you are to complete **both**. Print the verification that you have submitted the online application and UHUMV ]h'hc'h\]g'dU[Y.
3. **Part II** is a fillable pdf. You will not be able to save the data when you close it, so you must print before closing. This does not mean you have to do it all at once. You can complete a page and print it and go back to another page at a later time.
4. Write the essay. This applies to all applicants. See **page 8** of the application for examples of topics. You are not to write a personal narrative, a descriptive paper or a piece of fiction. In an essay, you are attempting to bring someone around to your way of thinking.
5. Provide two letters of recommendation from teachers and one from one of your peers. The teachers' letters should be submitted on school letterhead and are to be typed using a 12-point Roman or Arial font. The use of fancy, italicized fonts is strongly discouraged. Writers should speak candidly about your work, talent, desire, strengths and weaknesses. One letter **must** be from a high school teacher. The second letter may also be from a teacher, but it may also come from a minister, community leader, someone with whom you have worked, etc. The peer recommendation is a letter describing you as a candidate for GHA, written from a friend's point of view.
6. Please pay careful attention to the parent/student signature page. If you have questions about the residency and no-visitation requirements, you may direct them to Sherry.L.Keffer@wv.gov.
7. Complete the rest of the fillable form, print it and take it to your counselor **with the pages in order and your essay at the back**. The counselor will complete page 3 of the application and give it to your principal for his/her signature. The counselor will also attach the necessary school records and staple it.. Please remind your counselor that your Social Security number is NOT to be sent with your transcript. **It is your responsibility to meet the school deadline.**

**Staple only. No paper clips, binders, photos or folders.**

**My signature guarantees that I have read the instructions for applying and that I have submitted Part I on line.**

Student  
Signature \_\_\_\_\_ Date: \_\_\_\_\_

**THIS SHOULD BE THE FIRST PAGE OF YOUR APPLICATION. The printed verification page, although attached to the front, is actually an addendum.**

**Student Application: 2015 Governor's Honors Academy Sunday, June 28-July 18, 2015**  
**APPLICATION MUST BE TYPED. ON PAGE ONE, SIMPLY KEY THE INFORMATION INTO THE EMPTY FIELDS.**

PERSONAL INFORMATION					
First Name		Middle Name			
Last Name		Nickname			
Birth Date		School & County			
Home Address		City			
State, ZIP Code		Student's E-Mail			
Home Phone		Your Cell Phone			
Names of Parents					
Father Home Phone if unlike yours		F. Cell Phone			
Mother's Home Phone if unlike yours		M. Cell			
M. Work Phone		F. Work Phone			
Check T-Shirt Size	S__ M__ L__ XL__ XXL__	Gender		Race	

ACADEMIC INFORMATION			
Will you be a Career/Technical Completer? Are you considered a CTE student who will receive CTE certification at the end of your senior year? Yes_____ No_____		If yes, area of study	
Weighted Cumulative GPA (after 5 semesters)		Weighted First semester average for 11 <sup>th</sup> grade	
No. of IB/AP courses you have been eligible to take		Number of IB/AP Classes you have taken or are taking	

**STUDENT STATEMENT**

The decision to apply for the Governor's Honors Academy is my own. I want to participate fully in the program. If selected, I will abide by the rules and expectations of the program and the program director (dean). The responses contained in this application are my own work and are truthfully offered.

APPLICANT'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

Applicant's Name: \_\_\_\_\_

**2015 Governor's Honors Academy - Student Application Page 2**

I, the parent/guardian of \_\_\_\_\_, permit my son/daughter, if selected, to participate in the 2015 Governor's Honors Academy (GHA) at Fairmont State University. I realize that transportation to and from the Honors Academy and spending money for personal expenses must be provided by the family of the participant. I further understand that if selected, he/she must abide by the rules and expectations set forth by the school. I also understand that failure to participate in the programs or unwillingness to abide by the rules and expectations may be just cause for dismissal.

Signature of Parent or Guardian

Date

**PLEASE READ AND INITIAL**

Student Initials	Parent/Guardian Initials	Assurances
		I understand that the GHA programs require concerted academic focus and preparation and motivation from all participants. Participants are expected to demonstrate emotional maturity, self-discipline, and respect for self, others, the program and the host institution.
		I understand that applicants will receive acceptance letters by the end of March. A list of accepted students will be posted on the website three days after the letters are mailed. Only those selected will be notified.
		I understand that the participants will be expected to follow the rules and expectations outlined in the 2015 Handbook as well as specific onsite instructions provided by the GHA dean.
		I understand that possession of tobacco, alcohol, non-prescription drugs and prescription drugs not prescribed for the participant will result in the participant's <b>immediate</b> dismissal from the program. If a student is dismissed, a parent or his/her appointee must pick the student up within 12 hours. A letter will be sent to the county superintendent of any expelled student.
		I certify that I am a resident of the State of West Virginia and that I attend school in West Virginia. This includes home-schooled, private and public-school students.
		I understand that failure to provide complete and accurate medical and prescription information may result in immediate dismissal from the program.
		I give permission to the W.Va. Department of Education and the Arts to release my son/daughter's name, likeness and contact information to institutions recognizing or supporting scholarly efforts.
		I consent to my son/daughter's likeness, name, school, hometown and comments about GHA appearing in the public media, including newspapers, TV, radio and the Internet. Addresses and phone numbers may be printed in the Student Directory.
		I agree to lock in the dates June 28-July 18, 2015, and, if selected, will attend GHA in its entirety. If selected for another honor that would interrupt, GHA, I will choose between the two. (Career/technical students, see the exception)
		I understand that GHA is a residential experience and that students will be involved in activities seven days a week. Although I may talk with my child on the telephone, I realize that I am not to visit.
		<b>Student records and applications are kept in the Governor's Schools office at the Department of Education and the Arts except when it is necessary to take them off-site for review. The applications of the selected students and/or the data in an electronic format will be transferred to personnel at the Governor's Honors Academy. Every precaution is taken to safeguard student records, and there has not been an incident breaching student confidentiality. More stringent rules about maintaining privacy necessitate your agreement to this process.</b> I consent to my son/daughter/s application to GHA being transported to another site for data entry and evaluation. In addition to personal statements and references, the application includes personal identity information, teacher and peer evaluations and a transcript of his/her grades. I understand that the selection committee will keep all information confidential.

## 2015 Governor's Honors Academy - Student Application Page 3

### To be completed by the school counselor/principal

Typing not necessary for this page

Applicant's  
Name \_\_\_\_\_

1. There are **several options** for qualifying test scores. Student may have achieved at or above the 90<sup>th</sup> percentile on the ACT, PLAN, PSAT, Scholastic Aptitude Test (SAT) **OR** any other nationally normed test of academic achievement taken during or after the ninth grade. Other qualifiers may be at least one AP test score of three or higher **OR** a D on one subtest of the 10<sup>th</sup> grade WESTEST . **List Scores**

ACT\_\_\_\_\_ PLAN\_\_\_\_\_

PSAT\_\_\_\_\_ SAT\_\_\_\_\_

WESTEST\_\_\_\_\_

AP Exam \_\_\_\_\_

2. GPA of at least 3.5 or a class ranking in the top 10% of the class after five semesters.

2. GPA \_\_\_\_\_ (weighted)

**OR** Class Ranking \_\_\_\_\_

(Check off #3-7)

3. No **final** grade **below** a C during 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades. This does not include interim or 9-weeks grades.

3. \_\_\_\_\_

4. Two (2) Teacher recommendation letters and forms (attached)

4. \_\_\_\_\_

5. One peer recommendation letter (attached)

5. \_\_\_\_\_

6. Photocopies of results of ACT, PLAN, PSAT, SAT WESTEST, AP exam and any others you wish to be considered

6. \_\_\_\_\_

7. Photocopy of transcript of grades for grades 9 and 10 and first semester of Grade 11.

7. \_\_\_\_\_

8. Number of AP or IB classes offered at this juncture of student's academic career; number student has taken or is taking

8. \_\_\_\_\_

**One of the criteria #1, 2 or 3 may be waived at the school level by completing the following:**

The selection committee at \_\_\_\_\_ High School has waived Requirement #\_\_\_\_ for  
\_\_\_\_\_ (student name). **The reasons for our waiving the requirement are attached.**  
\_\_\_\_\_, Counselor

### PRINCIPAL MUST COMPLETE AND SIGN THE FOLLOWING:

I recommend the above-named student.

Without reservation\_\_\_\_\_

With slight reservation \_\_\_\_\_

Please contact me \_\_\_\_\_

\_\_\_\_\_  
Signature

Applicant's Name \_\_\_\_\_

**CAREER HIGHLIGHTS: ACTIVITIES, RESEARCH AND HONORS**

*In the sections that follow, list accomplishments that highlight your positions of leadership or intellectual activities. Higher scores will be awarded to activities/programs in which you hold a position of leadership, and to research, study, presentations and competitions associated with extracurricular activities, community/church groups, national organizations, etc. You may list UP TO six examples.*

**Activities/Programs**

List 3-6 significant activities/programs in which you have participated during the last three years. Include the name of the organization, sponsoring agency or group. Calculate and list the time involved and any leadership position you have held. Under "Year" indicate the calendar year of the training or activity.

Activity and Organization	Position Held	Time Involved	Year
<b>EXAMPLE:</b> Alpha Beta Gamma	Vice President	6 hours/week	2015
1.			
2.			
3.			
4.			
5.			
6.			

Applicant's Name \_\_\_\_\_

**Research/Study Experiences.**

List 3-6 of the most significant research/study experiences you have had since entering high school, including notable class projects. Make sure you include the name of any group, organization, or individual with whom you studied.

Study/Brief Description	Teacher/Study Partners	Organization	Time
Example: Model UN research project to study birth rates in developing countries	John Doe, history	Sample High	2 semesters; 2012-13
1.			
2.			
3.			
4.			
5.			
6.			

Applicant's Name \_\_\_\_\_

**Honors/Recognitions**

In this section, list the **most significant** honors/recognitions you have received during the last three years. This could include the second semester of the eighth grade.

Study/Brief Description	Level of Competition	Year
EXAMPLE: Math Field Day Winner—second place	State	20012
1.		
2.		
3.		
4.		
5.		
6.		

Applicant's Name \_\_\_\_\_

**Other personal information and short answers: Type your answers in bold type.**

**List and discuss your hobbies/special interests.**

**If you had the power to make a change in the world, what would it be? How would you go about it? Why is the change important?**



Discuss your long-range career plans. How did you come to this decision? Do you have other interests as well?

List and describe service projects beyond those required for high school graduation? Why do you think that service to others is important in today's world?

How did you hear about GHA? List any suggestions for improving the way we "get the word out" about this outstanding program.

Applicant's Name \_\_\_\_\_

On a separate page, develop and write an *essay or editorial* (not a description, piece of fiction or personal narrative) of approximately 450 words on the topic of your choice. Examples of topics you might choose are economic development in the state, international relations, education, community service, the importance of friendships and family, a vision for our state, hate, the Promise Scholarship, etc. This list merely reflects topics you MIGHT choose; it is not limited to these topics. **Essays are to be typed in a 12-point font such as Ariel or Times New Roman and double-spaced. Do not use a fancy, hard-to-read font. Note: Students submitting works of fewer than 400 or more than 500 words will be penalized significantly. Use the word-count feature on your word processor!**

The following rubric will be used to evaluate your writing. Use it as a guide for composing.

**Organization and content:**

- Strong topic sentence supports the thesis;
- points are well organized and well developed;
- includes important details;
- uses vivid, lively verbs;
- uses thoughtful vocabulary;
- uses a variety of sentence types;
- makes point clearly

**Standard English**

- Good sentence structure and appropriate mechanics;
- no run-on sentences;
- no sentence fragments;
- no use of contractions;
- no personal pronouns;
- correct, consistent verb tense usage;
- correct punctuation.

The essay should be the last section in your packet when you submit it to your counselor. Transcripts and test scores, which the counselor will insert, should constitute the final pages. Ask your guidance counselor to insert page 3 in *order* and **staple** the packet.

Remind him/her that your application should not contain binders, paper clips or photographs.

**2015 Governor's Honors Academy - Student Application Page 9**  
**Teacher Evaluation #1**

Applicant's Name \_\_\_\_\_

Student is to type his/her name where required on this form and give it to the teacher he/ she chooses.  
Information on this form need not be typed.

**Teacher Recommendation A**

Name of School \_\_\_\_\_

PLEASE COMPLETE ALL ITEMS AND ATTACH TO LETTER OF RECOMMENDATION. The applicant will not be considered without this completed form. Recommendations may be completed by any teacher who has had the student during 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grades.

1. What course or program of studies has this student taken under your supervision? In what years?

When compared to other students in your classroom this year, how do you rank the current applicant?

Circle one ( 1 being the lowest, and 5 the highest)      1            2            3            4            5

Signature of Teacher \_\_\_\_\_ Date \_\_\_\_\_

Printed Name \_\_\_\_\_

Email address \_\_\_\_\_ Telephone \_\_\_\_\_

The student evaluation should be typed in 12-pt. type, preferably on school, business or personal letterhead. It should discuss how the student demonstrates the following qualities: ability to work cooperatively and meaningfully in groups; openness to new and diverse situations; goals for academic growth; creativity; intellectual and social maturity; independence of thought; self-direction; school citizenship and emotional stability. You may return it to the student so that he/she can order it in the application packet, or you may give it to the guidance counselor.

2015 Governor's Honors Academy - Student Application Page 10  
Teacher Evaluation #2

Applicant's Name \_\_\_\_\_

Student is to type his/her name where required on this form and give it to the teacher he/ she chooses.  
Information on this form need not be typed.

Teacher Recommendation A

Name of School \_\_\_\_\_

PLEASE COMPLETE ALL ITEMS AND ATTACH TO LETTER OF RECOMMENDATION. The applicant will not be considered without this completed form. Recommendations may be completed by any teacher who has had the student during 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grades.

1. What course or program of studies has this student taken under your supervision? In what years?

When compared to other students in your classroom this year, how do you rank the current applicant?

Circle one (1 being the lowest, and 5 the highest)      1          2          3          4          5

Signature of Teacher \_\_\_\_\_ Date \_\_\_\_\_

Printed Name \_\_\_\_\_

Email address \_\_\_\_\_ Telephone \_\_\_\_\_

The student evaluation should be typed in 12-pt. type, preferably on school, business or personal letterhead. It should discuss how the student demonstrates the following qualities: ability to work cooperatively and meaningfully in groups; openness to new and diverse situations; goals for academic growth; creativity; intellectual and social maturity; independence of thought; self-direction; school citizenship and emotional stability. You may return it to the student so that he/she can order it in the application packet, or you may give it to the guidance counselor.